



# Primary 2 Term 1 English Reader



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# Primary 2 Term 1 English Reader



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This publication is made possible by the support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of Education Development Center (EDC) and do not necessarily reflect the views of USAID or the United States Government.



# Foreword

The present book “English Primary 2, Term 1” was produced in 2013 by REB and funded by USAID through the EDC/L3 project. The aim of this book is to enhance the English language culture among Primary 2 children during their lower level of primary education. This will allow them to grow up with the language skills that are fundamental for quality education, including reading, writing, listening and speaking.

This book will help learners acquire the above English language skills, which will be developed progressively through exercises that are found in each lesson. The book was written following an approach that progresses from simple to more complex concepts and vocabulary during the learning process. This approach will help the learner in his/her daily learning activities and situations as he/she develops effective English language skills and knowledge. It is supplemented with audio lessons that will especially enhance the learner’s ability to listen and speak in English.

The book was written based on research carried out in education on effective teaching and learning with learner-centered methodologies that encourage children to actively read, write, listen and speak.

It is hoped that children who will learn using this book and the related audio materials will grow up having basic English language skills and knowledge, which hopefully they will be able to apply in their environment and surroundings. It is in this regard that people with various English language education capabilities and specialties were involved in the design and development of this book to ensure its success in contributing to teaching and learning inside and outside of the classroom.

We therefore sincerely thank all of the people who have participated in the writing and editing of this book. They are helping children develop English language skills at the early stage of their learning process. We also request people who read this book to give their ideas for its improvement for the eventual benefit of its future users.

**Dr. John RUTAYISIRE**

Director General of Rwanda Education Board (REB)

# Note to Parents



## Note to parents and family members for the daily readers

This guide provides information to parents and family members about the daily readers produced by the Rwanda Education Board. In the guide, the word “parent” refers to parents, guardians, and caregivers who help children learn to read and write.

## Supporting your child’s learning

Reading with children in the early years encourages a positive attitude towards books and reading. It also provides an opportunity for children to think of themselves as successful readers. You can help your child become a good reader – and enjoy reading – by asking him/her to read out loud to you, to a family member, or to a neighbour. By doing so, you will show your child that learning to read is important. You will also help him/her to develop his/her reading and writing skills. With regular practice at school and in the home, your child will develop fluency in reading and writing.

Please insist that your child brings home a reader from school every day. Set aside at least **15 minutes** each day for your child to read the weekly story. As he/she reads, encourage him/her to place his/her finger under the letter or word that he/she is reading; this will keep him/her focused on the letter or word.

If your child comes across a word he/she doesn’t know, use the “pause, prompt and praise” technique:

**Pause** – wait a few seconds and give your child enough time to quickly think. Often he/she will work it out.

**Prompt** – if he/she doesn’t know the word, try the following:

- Look at the letters and sounds in the word.
- Look for clues in the pictures.
- Go back to the beginning of the sentence.
- Read the sentence again.



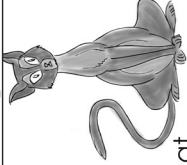

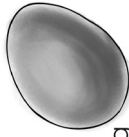


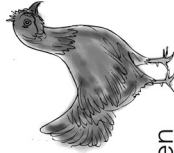

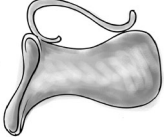






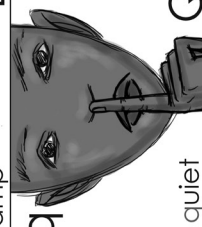
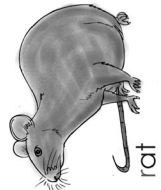
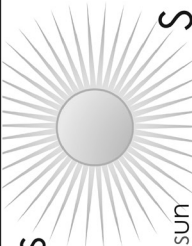
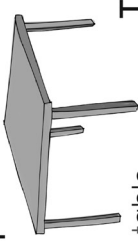
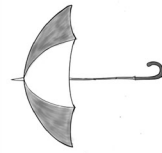

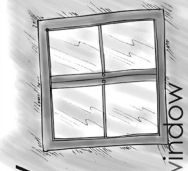
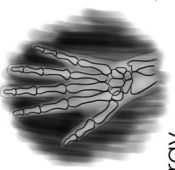


**Praise** – provide praise for getting the word right and/or trying hard.

In addition, you can help your child complete the activities at the end of each story to check if your child is making progress. Remember everyone learns at a different pace. But everyone will learn. It just takes time, practice and support. Whenever and wherever possible, encourage your child and show that you have confidence in his/her abilities.

# Contents

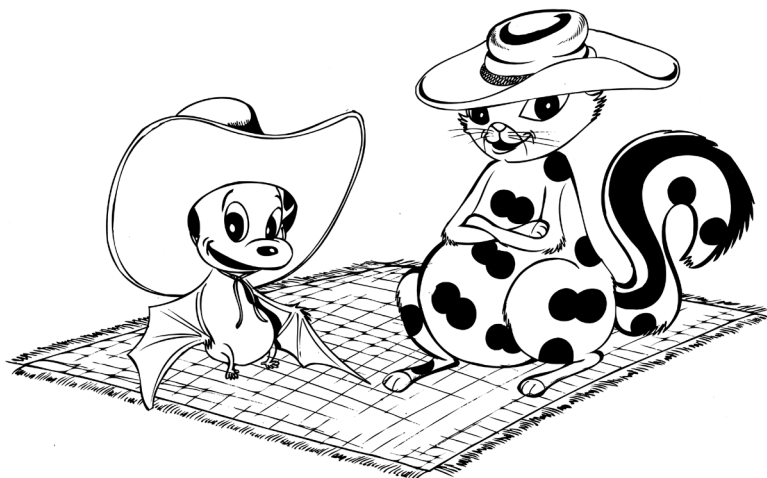
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# Alphabet chart

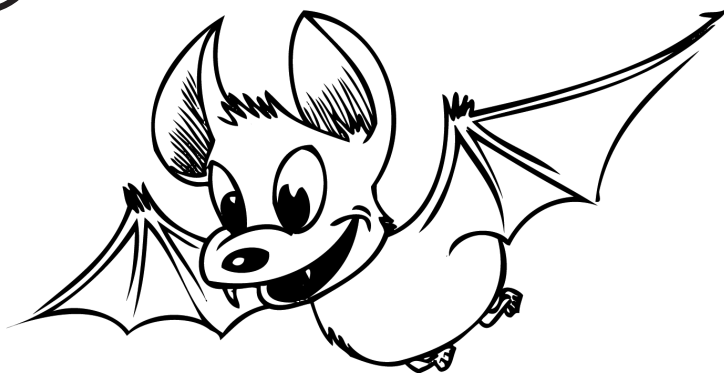
a		A	b		B	c		C	d		D	e		E
f		F	g		G	h		H	i		I	j		J
k		K	l		L	m		M	n		N	o		O
p		P	q		Q	r		R	s		S	t		T
u		U	v		V	w		W	x		X	y		Y
												z		Z

1

# The Bat and the Cat



2



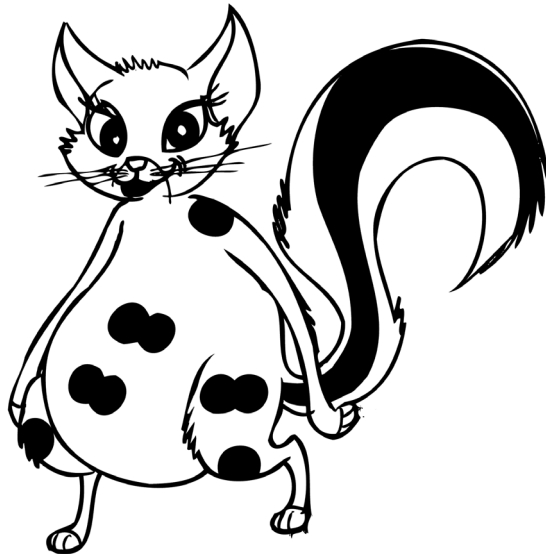
The bat.

3



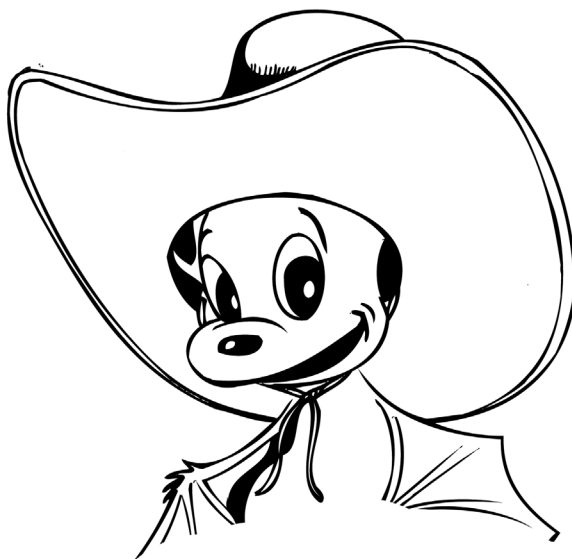
The cat.

4



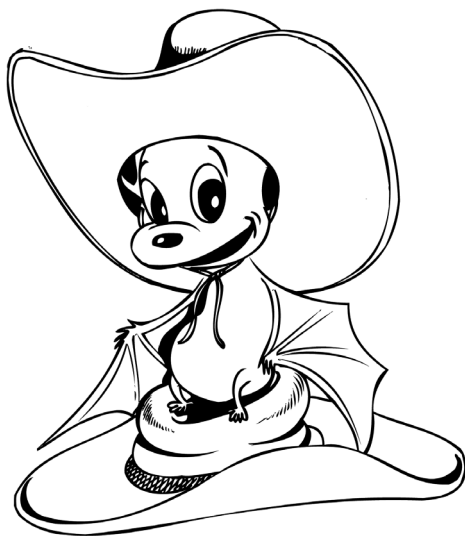
The cat is fat.

5



A hat on the bat.

6



The bat sat on a hat.

7



A hat on the cat.

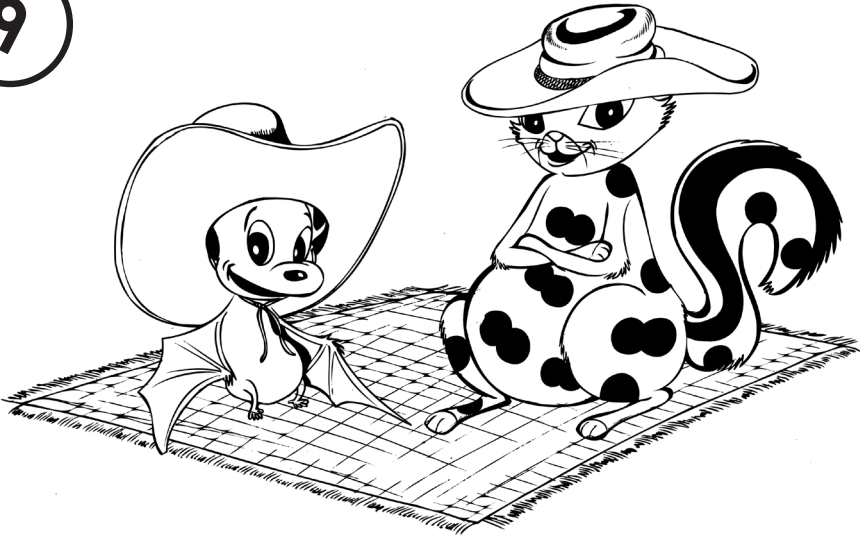
8



The bat sat on the cat.



9



The bat and cat sat on a mat.

Sight words:

the a

Complete the sentences with these words:

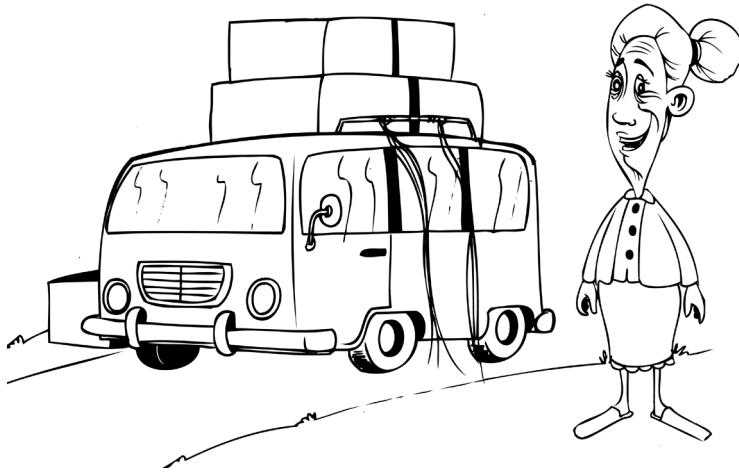
mat bat cat

The \_\_\_\_ sat on the \_\_\_\_.

The \_\_\_\_ and \_\_\_\_ sat on a mat.

1

# Nan and the Van



2



Nan

3



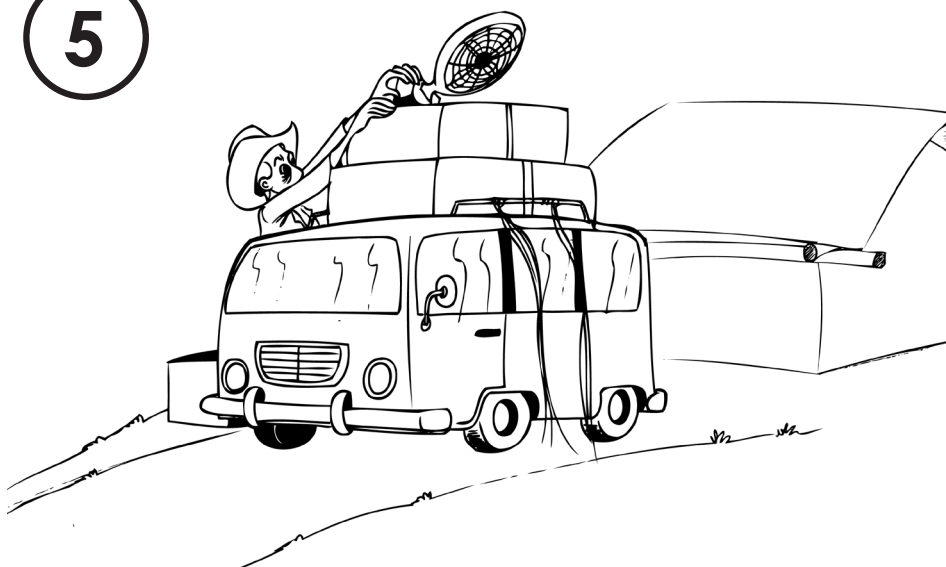
Nan and Dan.

4



The van.

5



Fan on the van.

6



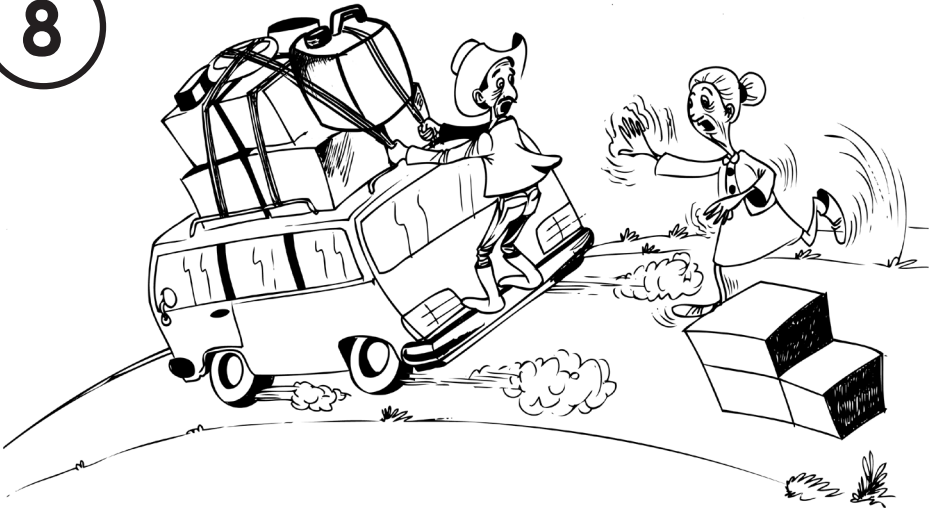
Pan on the van.

7



Can on the van.

8



Nan ran.

9



Nan, Dan and the van.

Sight words:

and to

Complete the sentences with these words:

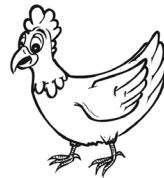
Dan van

Nan and the \_\_\_\_\_.

Nan, \_\_\_\_\_ and the van.

1

Ben



2



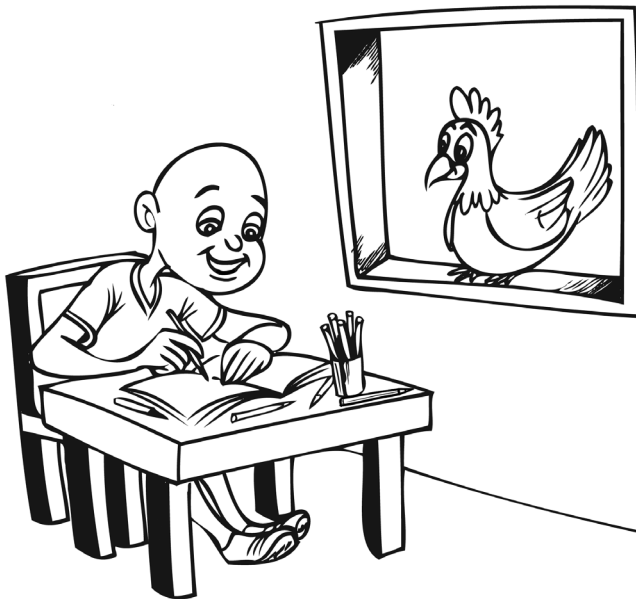
Ben and ten men.

3



Ben and ten hens.

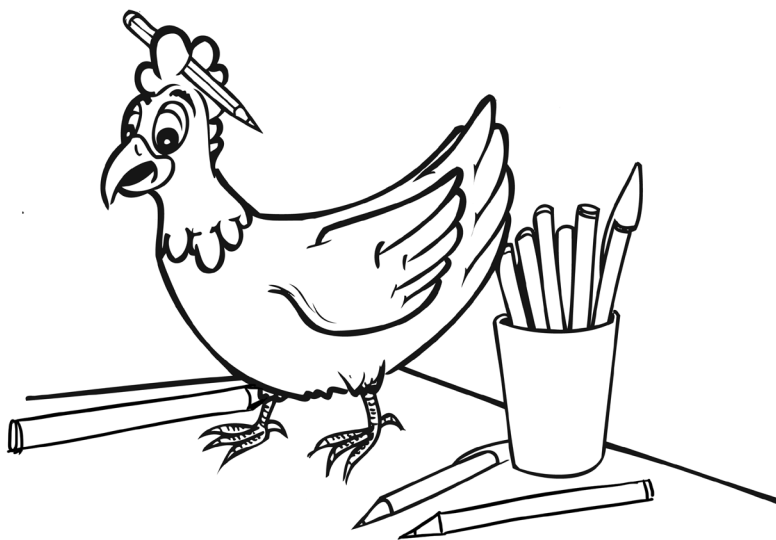
4



Ben and ten pens.

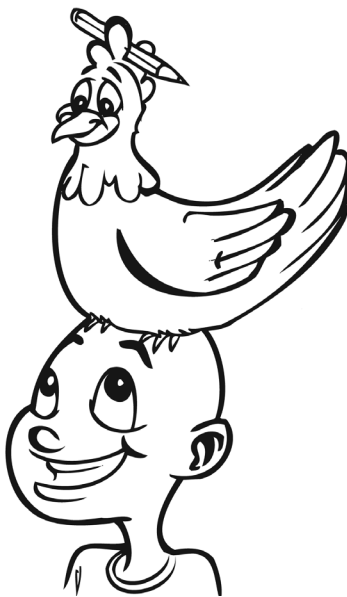


5



The pen is on the hen.

6



The hen is on Ben.

7



Ben and ten hens in the den.

8



Ben and ten men in the den.

Sight words:

is in

Complete the sentences with these words:

pen hens and

The \_\_\_\_ is on the hen.

Ben \_\_\_\_ ten \_\_\_\_ in the den.

Complete the words:



B\_\_n



N\_\_n



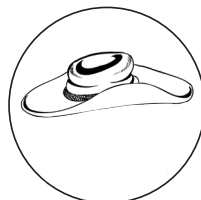
D\_\_n



b\_\_t



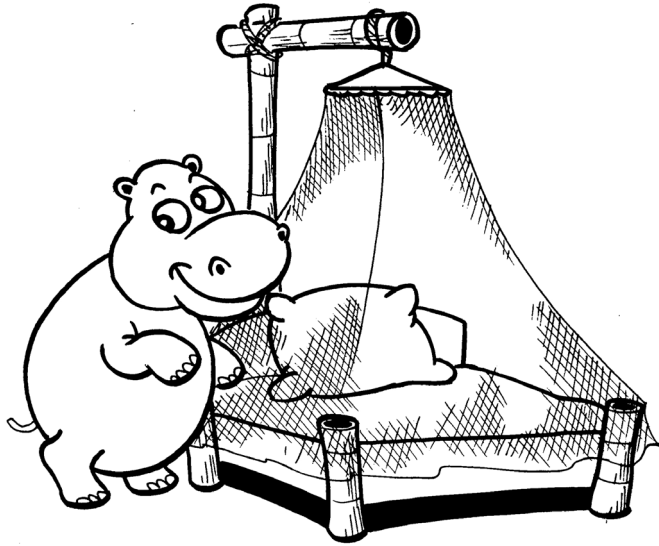
c\_\_t



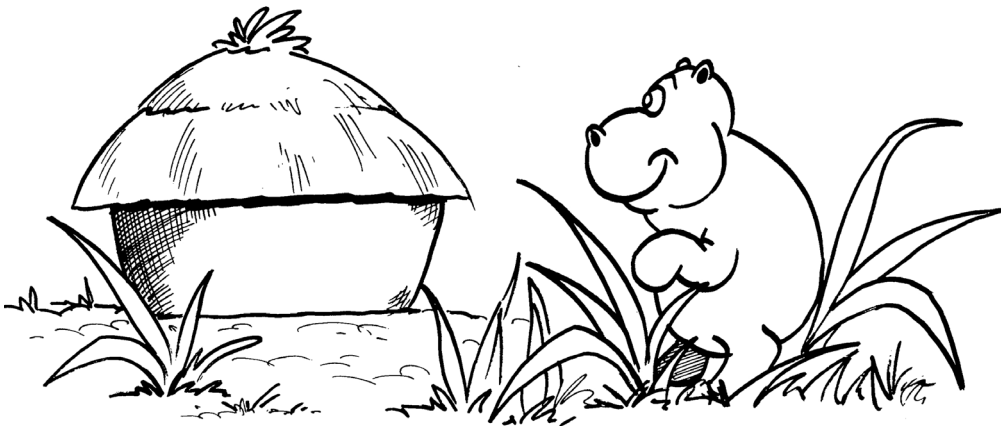
h\_\_t

1

# Zet and the Net



2



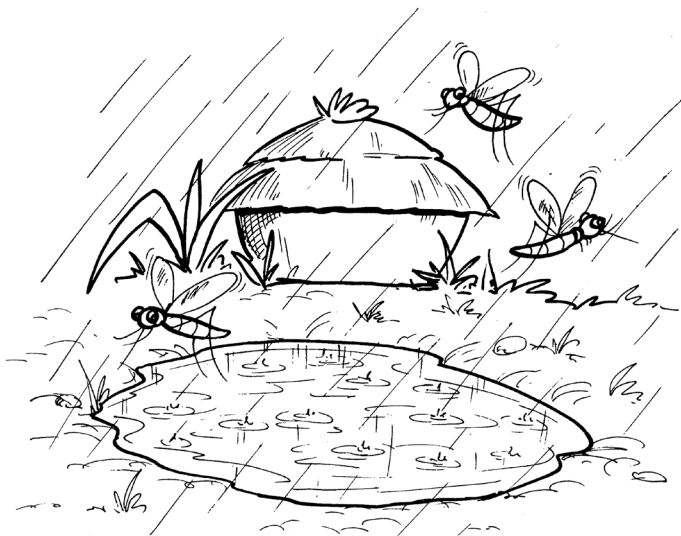
This is Zet.

3



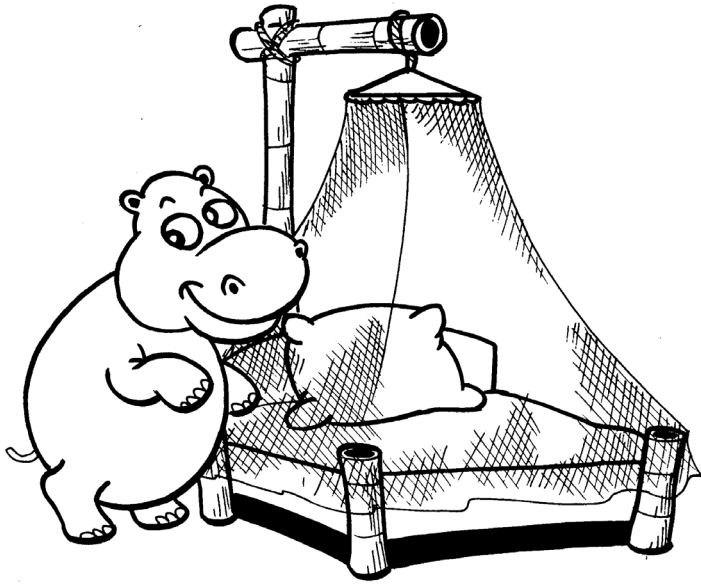
This is his dad.

4



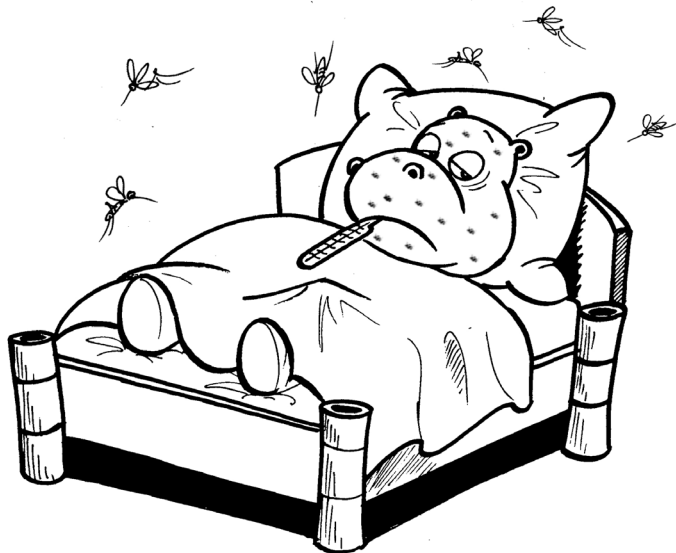
It is wet.

5



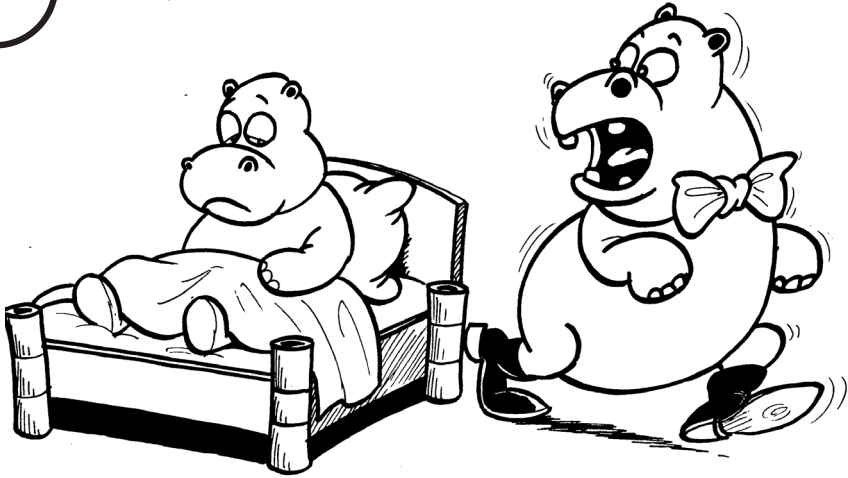
Dad has a net.

6



Zet has no net.

7



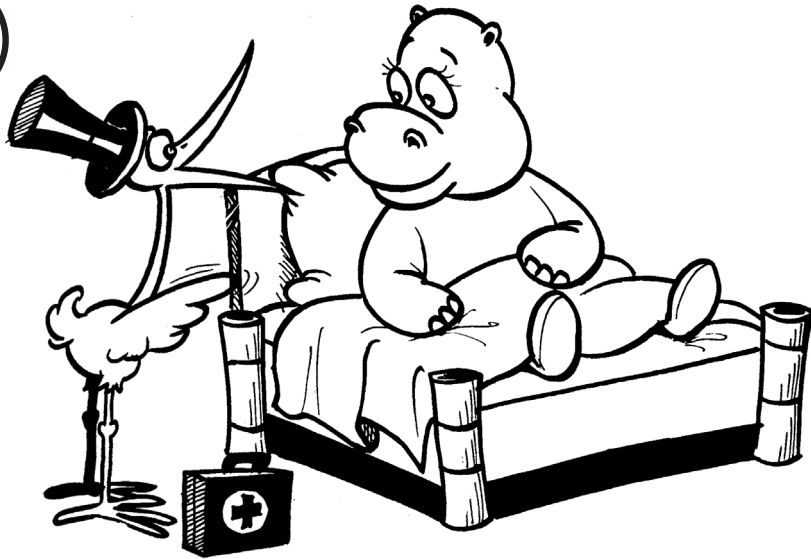
Get a vet!

8



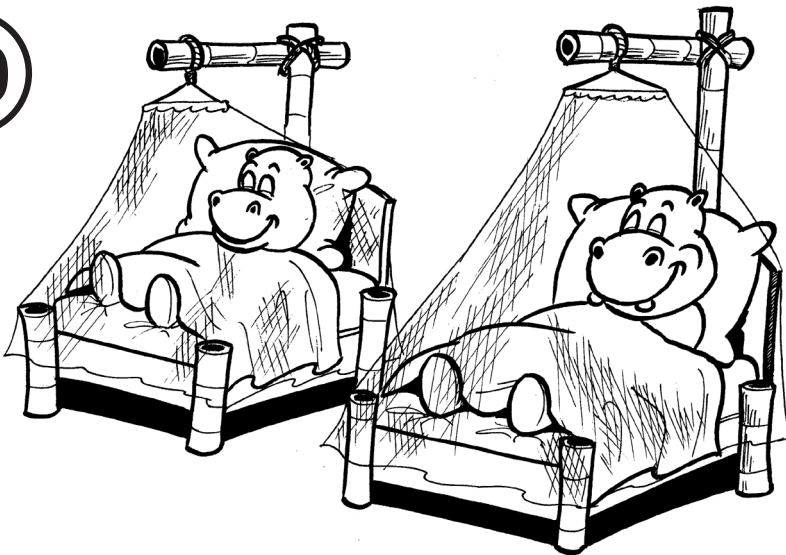
This is the vet.

9



Zet, get a net!

10



Dad and Zet have nets.



Sight words:

have no

Extra words:

jet pet let met

Complete the sentences with these words:

have his no is

1. This is \_\_\_\_\_ dad.
2. It \_\_\_\_\_ wet.
3. Zet has \_\_\_\_\_ net.
4. Dad and Zet \_\_\_\_\_ nets.

1

In the Bin

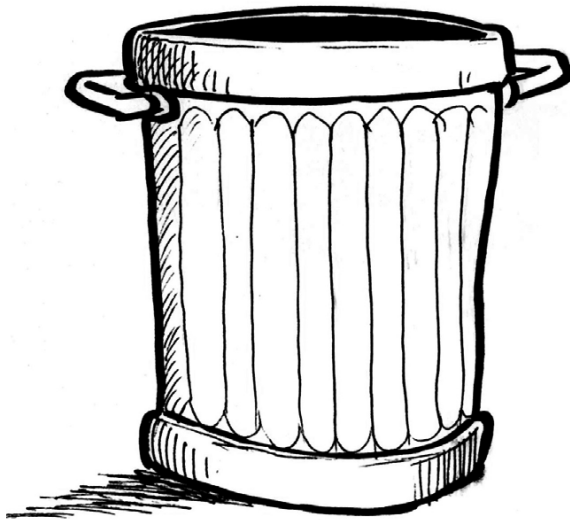


2



A tin bin.

3



A big tin bin.

4



Big rat in the bin.

5



Fat cat in the bin.

6



The cat hits the rat.

7



The rat hits the cat.

8



The cat runs.

9



The rat wins.

Sight words:

in the

Complete the sentences with these words:

runs Big hits.

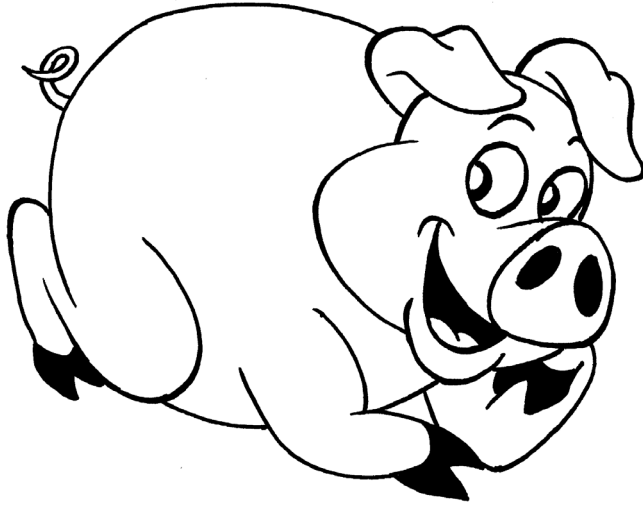
The cat \_\_\_\_.

\_\_\_\_ rat in the bin.

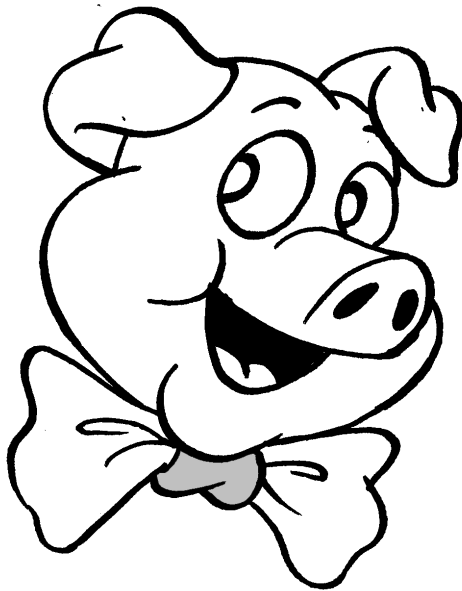
The rat \_\_\_\_ the cat.

1

# The Big Pig

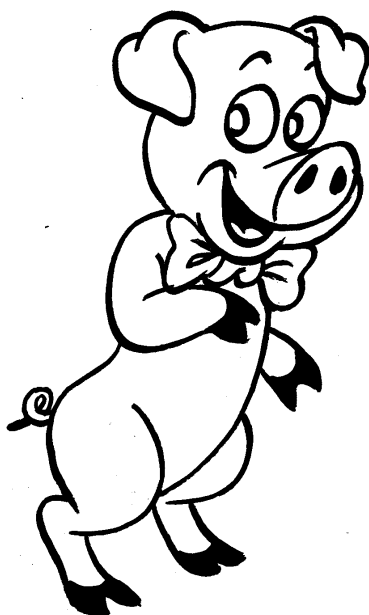


2



This is Will.

3



He is a pig.

4



This is Bill.



5



He is a pig.

6



Will is thin.

7



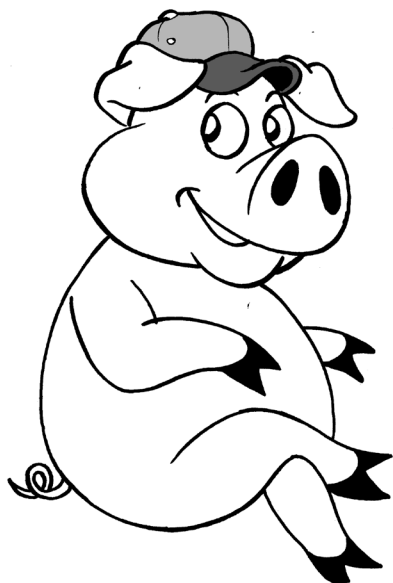
He can dig.

8



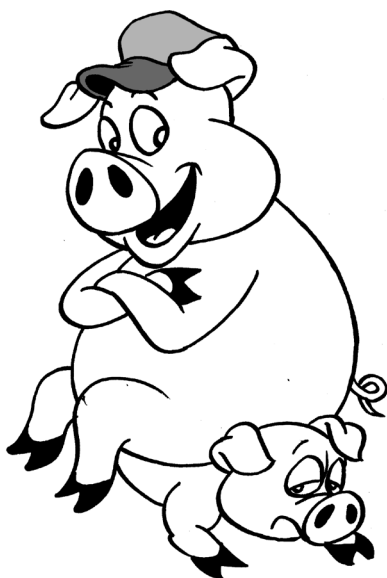
Bill is fat.

9



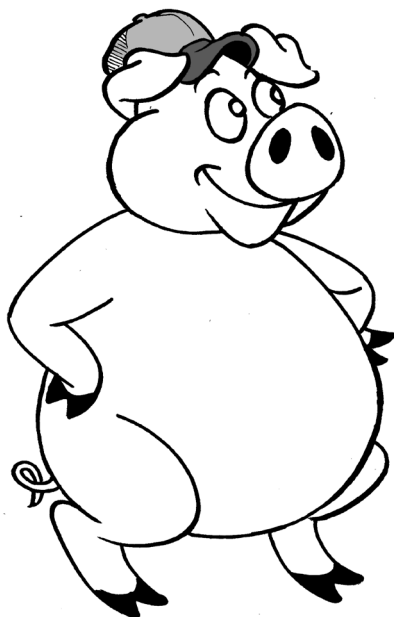
He can sit.

10



Bill can sit on Will.

11



What a big pig!

Sight Words:

he what

Complete the sentences with these words:

pig is big sit

1. This \_\_\_\_ Will.
2. Bill is a \_\_\_\_.
3. Will can \_\_\_\_.
4. What a \_\_\_\_ pig!

1

# Dot Can Hop

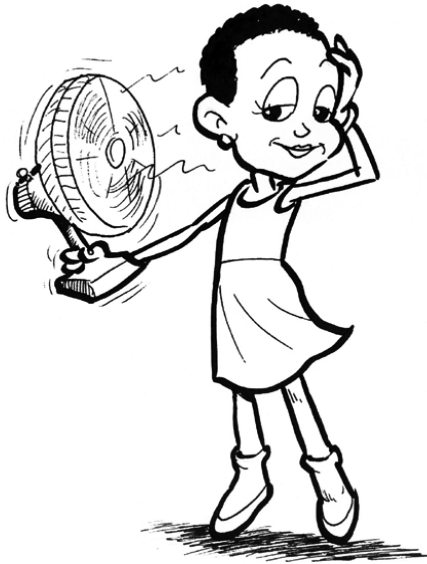


2



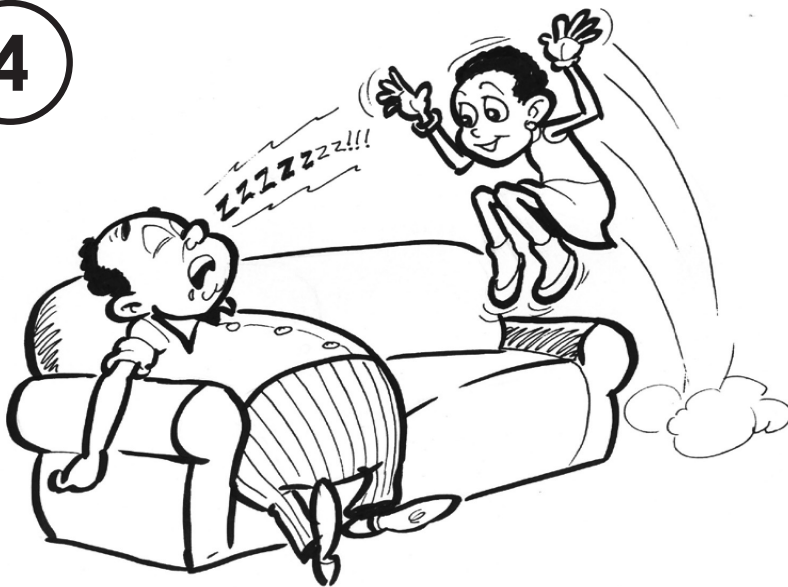
Dot can hop on the mop.

3



Dot is not hot.

4



Dot can hop on Pop.

5



Pop is not hot.

6



Dot can hop on the pot.

7



The pot is hot.

8



Dot is hot.



9



Do not hop on the pot!

Sight words:

do put

Complete the sentences with these words:

is do not

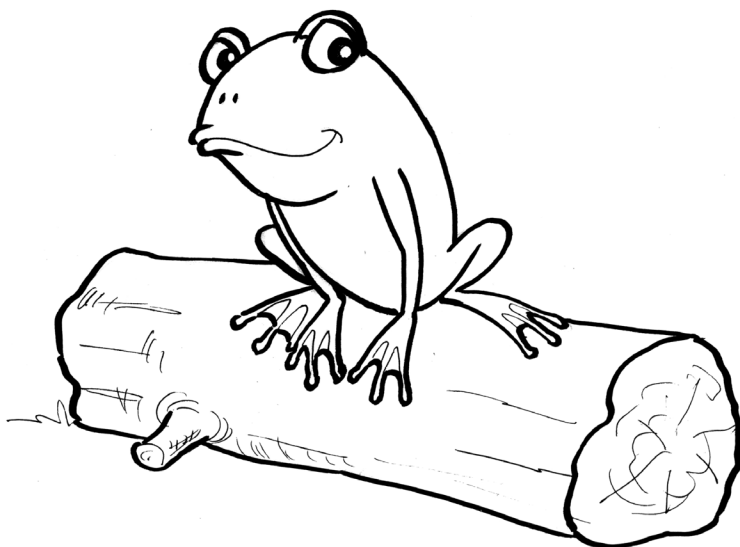
Dot \_\_\_\_ not hot.

Pop is \_\_\_\_ hot.

\_\_\_\_ not hop on the hot pot.

①

# Log in a Bog



②



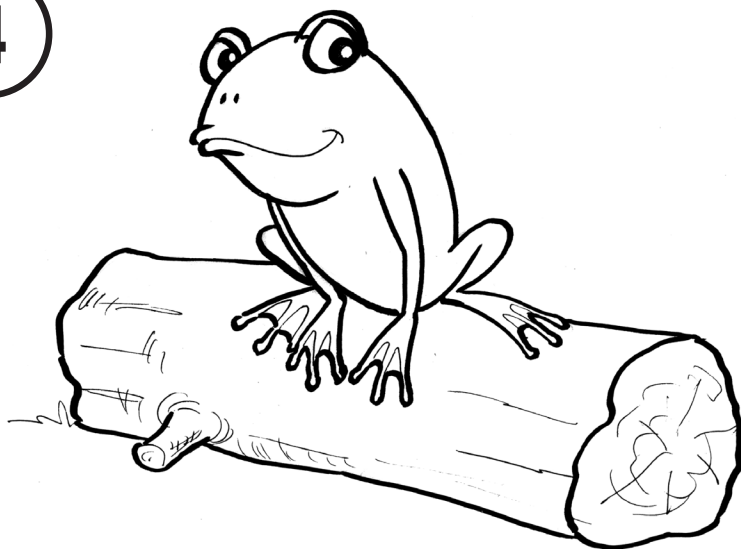
Log in a bog.

3



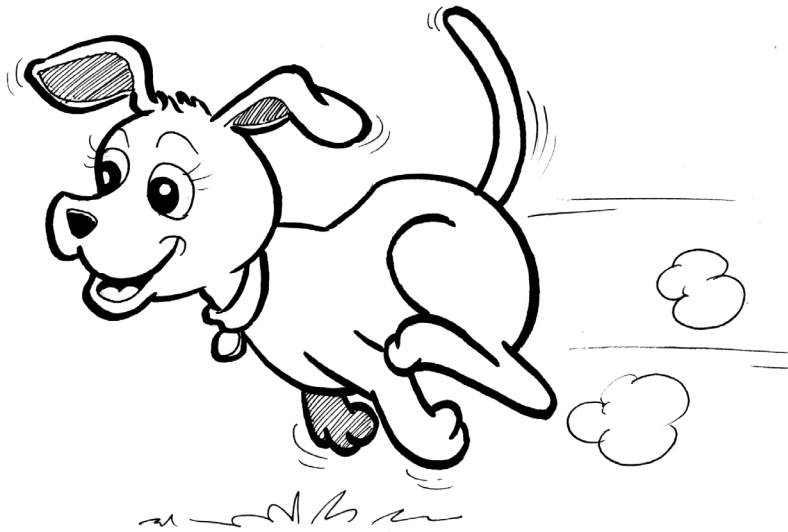
Frog in a bog.

4



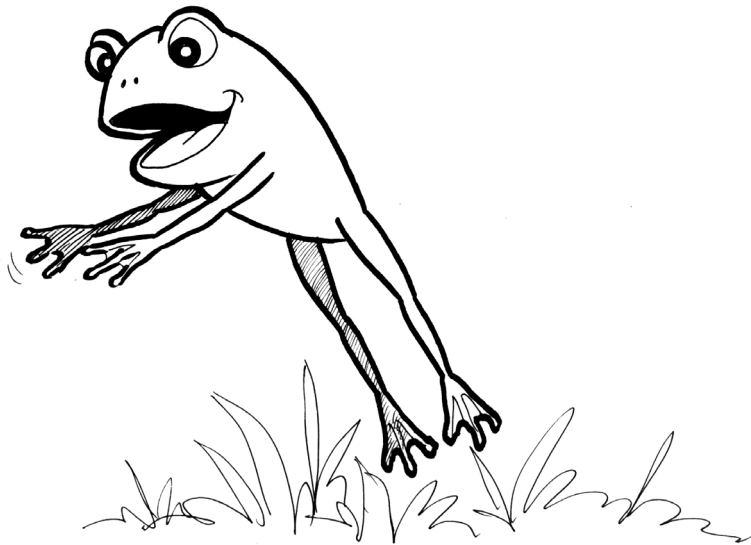
Frog on a log.

5



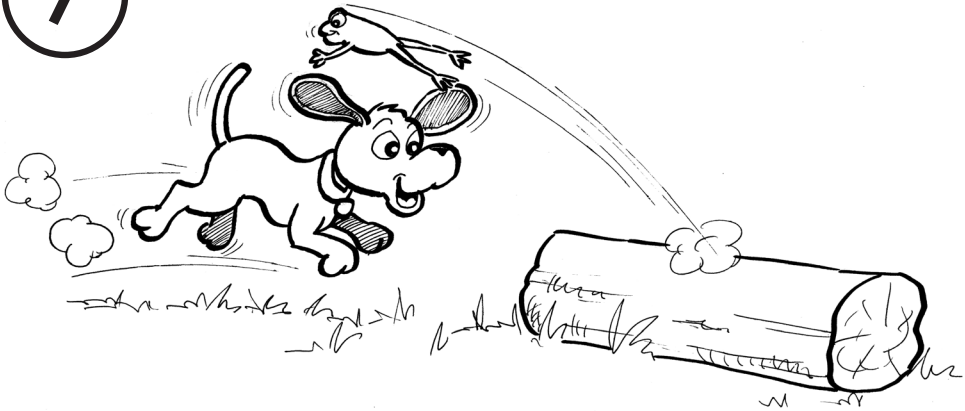
A dog on a jog.

6



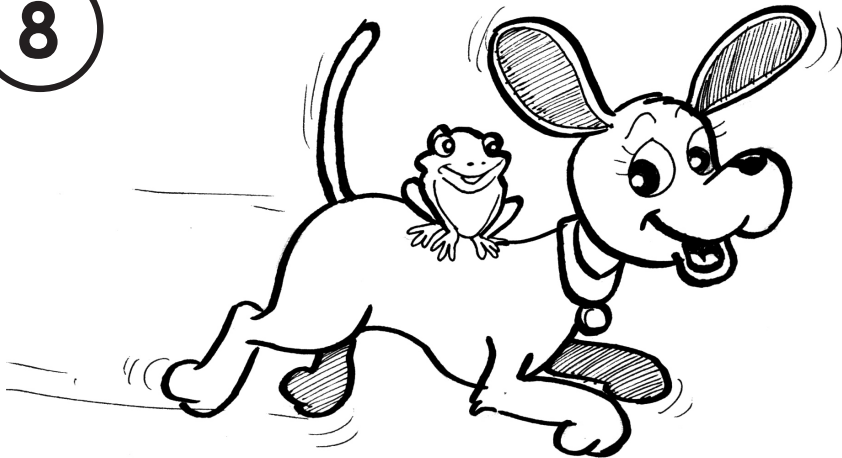
Hop, frog, hop.

7



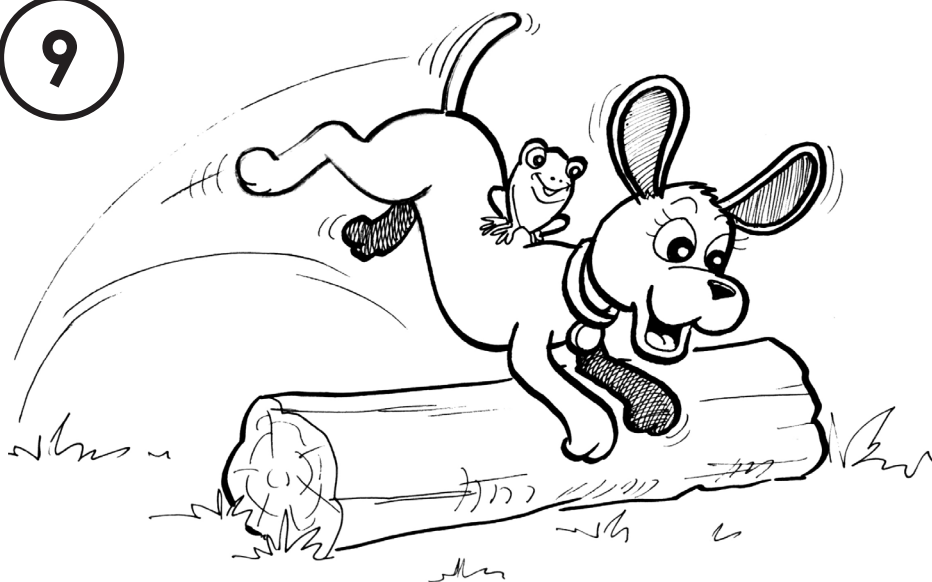
Jog, dog, jog.

8



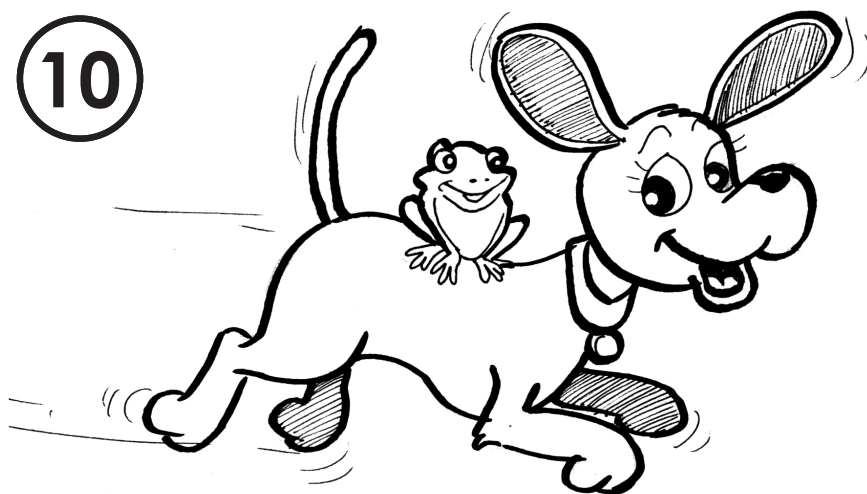
A frog on a dog.

9



Hop, dog, hop.

10



A dog and frog jog in the bog.



